

Wellington Primary Academy Pupil Premium Budget 2018-2019

Student Funding for Children of Service Families & Disadvantaged Backgrounds

Key aims and objectives:

- To close the disadvantaged attainment and progress gap by providing additional targeted resources for those students who are from low-income families or have been within the last six years.
- To provide mainly pastoral support during challenging times such as for service children and their families.

Success criteria:

- Improve levels of attainment and progress
- Have access to a curriculum that maximises their individual potential
- Access our broad extra-curricular provision
- High quality provision of nurture which meets the complex (SEMH) needs of pupils

Summary information 2018-2019					
School	Wellington Primary Academy				
Academic Year	2018/2019	Total Disadvantaged Learner Budget	£92,600	Review procedure	Ongoing review of strategies with full termly evaluation and adaptation.
Total number of pupils	276	Number of Disadvantaged Learners	26 (9.4%)	Number of Service Children	190 (68.8%)

Details of Strategy								
Focus & Link to Desired Outcomes	Rationale, Strategy & Link to Identified Barriers	Evidence to Support Expenditure (Including EEF Analysis)	Intended Measurement of Impact	Description of Spend	Planned Cost	December Review	March Review	End of Year Review
<p>Nurture Provision – Fundamental to this year’s spend will be the creation of a small, structured teaching provision for pupils showing signs of behavioural, social or emotional difficulties. This will be established in the course of the 2018-19 academic year to meet the needs of those children from disadvantaged or service family backgrounds who are experiencing disruption or distress outside of school.</p>								

Resources for emotional and academic support for pupils will be focused on the nurture provision but the intended impact will be for children from disadvantaged or service family backgrounds.

Emotional Support

A key measure for impact of emotional support will be the **Boxall Profile**. This is where children emotionally literacy is assessed and reviewed periodically.

<p>Meta-Cognition & Self-Regulation (Nurture Provision)</p>	<p>Helping students to becomes more independent in managing their emotions and reactions to events in school life.</p>	<p>The evidence from the EEF indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p>	<p>Pupil progress data at data drops compared with a 'control group' of students such as parallel classes or data from the previous year.</p> <p>Benchmarks for % attendance will be set and compared between December and June.</p>	<p>Appointment of Nurture Centre Manager from January 2019.</p> <p>Attendance & Welfare officer to lead on provision November and December.</p>				
<p>Behavioural Support</p>	<p>Key support staff to employ a range of strategies and resources to help pupils develop self-regulation of behaviour and to make positive choices.</p> <p>Helping students to becomes more independent in managing their emotions and</p>	<p>The evidence from the EEF indicates that the impact is greater for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or</p>	<p>The creation of an environment where behaviour is viewed as communication and adults view all behaviour as an opportunity to make links between the external and internal worlds of the child.</p>	<p>Appointment of Nurture Centre Manager from January 2019.</p> <p>Attendance & Welfare officer to lead on provision November and December.</p>	<p>Teaching Costs: £24,081</p>			

	reactions to events in school life.	whole school strategies	To enable pupils to succeed in mainstream education. Benchmarks for % attendance will be set and compared between December and June.		Pastoral Costs: £11,315 Resources for the nurture room: £4000			
Social & Emotional Support (SES)	Targeted support to equip pupils with skills to manage difficult situations. PSHE learning such as key experiences from history where people have learned resilience. Counselling services. Extra-curricular activities such as Forest School, outdoor learning, team-building and sport. Community engagement such as working with parents in school and charity work.	The EEF: 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress).' 'SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils	Pupil progress data at data drops compared with a 'control group' of students such as parallel classes or data from the previous year. Pupil Voice data such as surveys are positive in relation to learning and social relationships in school. Pupil Voice benchmarks will be set and compared between December and June. Benchmarks for % attendance will be set and compared	Time for staff training: 1. How to deliver SES 2. Time for CPD and planning for high quality PSHE 3. Teachers to model and reinforce positive social and emotional skills ELSA support. (See TA costs below)				

		benefit on average.'	between December and June.					
To overcome emotional and social barriers to learning including support with transitions at school	Emotional/ social barriers can have a detrimental effect on learning and the ability to engage in learning. This will in turn impact on progress and attainment	Adults and pupils review the provision in terms of reduced distress, support for pupils especially from service families, improved anger management and decisions to refer for extra support such as SEND.	To improve self-confidence and self-esteem of identified children. To enable and empower pupils to develop strategies for managing their emotions. Benchmarks for % attendance will be set and compared between December and June.	One to one interventions with school counsellor	£5000			
To ensure social and emotional support for those children whose parents have been posted on military duties overseas	A large number of our pupils have parents deployed and need additional emotional support to ensure they continue to achieve well at school whilst having the robust emotional support they need.	Resource the CAMO Club run by TAs using a suitable area such as the meeting room or library. Students to be supported by spending time together as a group and communicate with parents.	Benchmarks for % attendance will be set and compared between December and June.		£1277			
To provide nurture-based support for families.	Support to be provided one afternoon per week	Parents say their children settle more quickly	Parent surveys.					

The main focus for support would be families in transition.	<p>for a six week period.</p> <p>Military Welfare Office to identify families who may need extra support.</p> <p>Focus on:</p> <ol style="list-style-type: none"> 1. Families just moved into the area. 2. Service families being redeployed in the period prior to and around September 2019 	with an effective transition.						
Teaching, Learning & Assessment								
Focus & Link to Desired Outcomes	Rationale, Strategy & Link to Identified Barriers	Evidence to Support Expenditure (Including EEF Analysis)	Intended Measurement of Impact	Description of Spend	Planned Cost	December Review	March Review	End of Year Review
Collaborative Learning	Small group learning where pupils adopt active roles and contribute to the overall success of the task set.	The EEF: 'Moderate impact for very low cost, based on extensive evidence.'	Pupil progress data at data drops compared with a 'control group' of students such as parallel classes or data from the previous year.					

			To enable pupils to succeed in mainstream education.					
Oral Language Interventions	Oral language approaches include targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary, and the use of structured questioning to develop reading comprehension.	The EEF: Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year.	Observation of spoken language and verbal interaction in the classroom indicates progress.	Teaching Assistants providing interventions based in class or another setting such as the nurture provision.	Teaching Assistants salaries: £43,147			
Reading Comprehension Strategies	Reading comprehension approaches to improving reading focus on learners' understanding of the text.	On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a	Reading comprehension improves. More children make expected progress overall in reading.					

	Strategies to be employed such as monitoring comprehension, organising concepts in texts using story maps, generating questions and summarising.	school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.						
Small Group Tuition	Focus on small numbers of students such two, three, four or five. This may be in another area such as the nurture room. The aim is to provide support for pupils who require intervention to meet their targets.	Research indicates that pupils taught in small groups make an average of four additional months' progress when compared with larger groups or whole class teaching.	Pupil progress data at data drops compared with a 'control group' of students such as parallel classes or data from the previous year.					
1:1 Tuition	Short, regular sessions over a set period of time. Intensive tuition for one pupil. Tuition should be additional to, but explicitly linked, normal teaching and teachers must monitor progress.	In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been as or more effective as one to one. For maximum impact short, regular	Pupil progress data at data drops compared with a 'control group' of students such as parallel classes or data from the previous year.					

		sessions over a set period of time are required.						
Accelerated Reader to Improve Literacy	A whole-group reading management and monitoring programme that aims to foster the habit of independent reading.	It has been marked by EEF as a 'promising project' with potential for additional progress of 3 months in reading age after 22 weeks. This included positive impact for FSM-eligible students.	An improvement in reading ages, relative to chronological age, over time.	Accelerated Reader Package Books Extra Shelving	£1000 £500 £500			
Accessing Enrichment Opportunities								
Focus & Link to Desired Outcomes	Rationale, Strategy & Link to Identified Barriers	Evidence to Support Expenditure (Including EEF Analysis)	Intended Measurement of Impact	Description of Spend	Planned Cost	December Review	March Review	End of Year Review
Support for extra-curricular activities/enrichment and rewards	Allocation given to ensure students do not miss out on enrichment and reward activities as a result of home financial circumstances.	In line with our strategic aims, students should all be able to access and benefit from extra-curricular activities and not have to incur costs for reward incentives.	Participation rates in extra-curricular activities.	Financial subsidy where required.	£2000			
Subsidy for PP pupils for swimming lessons					£800 £1000 Contingency			
Total:					£94620			
Total Planned Expenditure: £94620								